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THESIS

ORAL READING INVENTORY

for

CURRICULUM FOUNDATION SERIES

by

Margaret Mary Bartley
(B.A., Regis College, Weston, Mass.)
1933

In Partial Fulfillment

for a Masters of Education Degree

from

Boston University, School of Education

1948

First Reader Dr. Helen A. Murphy

Second Reader Dr. Donald D. Durrell

Third Reader Dr. Helen Sullivan

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Gift of M.M. Bartley School of Education June 19, 1940 2948

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ACKNOWLEDGMENTS

The writer is deeply grateful to Dr. Helen

A. Murphy, Professor of Education, Boston University, for her kind guidance in planning this study.

Sincere thanks, to my many friends who made this thesis possible.

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CHAPTER I

INTRODUCTION

The purpose of this study is to build an individual oral inventory for the Curriculum Foundation Series, from pre-primer through the second reader.

It is planned to develop six paragraphs and word lists to test the vocabulary in the basal series. A check list of difficulties will be provided to aid in diagnosing difficulties and confusions. The entire vocabulary of the pre-primer, the primer and the first reader is included. Eighty per cent of the vocabulary of both levels of the second reader is also included.

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CHAPTER II

SUMMARY OF RESEARCH

The research for this study is divided into three areas.

- a. Reading
- b. Children's Interests
- c. Sentence Structure

Reading

Reading can never be developed without knowledge of vocabulary. Vocabulary in the primary child's mind is simply the comprehension of printed symbols according to his varied experiences and environments.

Murphy 1/says learning to read is a complex process, but one must learn to read well if he is to be successful in school and in many out-of-school activities. Either informal or standard tests may be used early in the school year so that the teacher may know the strength and weaknesses of each child. The weaknesses will indicate the skills in which the child needs help.

^{1/} H. A. Murphy, "Teaching Beginners Reading", National Educational Association Journal, 35:382-383, October, 1946

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^{1/} M. A. Marchy, "Tescoling Soriamers Assains", Marional, Samoasional Association Journal, 35:502-202, Dotober,

Huey 1/states effective reading depends upon the association of three factors:

- (a) the meaning which the word or words symbolize
- (b) the visual form of the words
- (c) the pronunciation of it

 Huey also states in teaching beginners reading, it is

 to give them the power to acquire thought from the

 printed or written page.

It is the opinion of Hoover 2/ that a child's earliest reading attempts will lay either a firm or weak foundation for his later reading skill. Thus the importance of established good reading habits. Hoover also points out that "thought getting" from the text is very important and that many teachers in teaching reading forget this. Learning isolated words out of the text is likely to be futile, for words take on depth of meaning only as they are related and linked to other words or experiences into large units of meaning.

^{1/}E. B. Huey, "The Psychology and Pedagogy of Reading", P. Monroe, A Cyclopedia of Education, Macmillan Co. N. Y., 1913, pp. 115-122

^{2/} F. W. Hoover, "Reasons Why Pupils Fail in Reading", Educational School Journal, 46:381-383, March, 1946

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^{1/} S. B. Honoov, "The Perchology and Pedamony of Realing", R. Monoov, A Cyalomedia of Mucation, Macmillan Co.

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lead to emotional disturbances in children. Pressure by
the teacher is undoubtedly one of the leading factors to
be considered, especially in the relation to the establishment of good reading habits. Teachers demand quantative rather than qualitative material and much of the
reading which is done by the students is therefore sketchy and ineffective. Children will learn to read only
when properly conditioned. They read voluntary only the
material which has meaning to them. A Teacher must see
to it that pupils grow in reading proficiency as each
new level of reading difficulty is encountered.

Thompson 2/ says (1) There is special emphasis placed on scientific vocabulary control and other findings. (2) Home environment and background influences the child. (3) The background of experiences varies greatly with each child. It seems clear there can be no reading with comprehension and no meaning unless the reader has a background of experiences to enable him to interpret these printed symbols.

^{1/} S. G. Byers, "Reading-Learning's Most Essential Tool", School Review, May, 1946, pp. 54, 279, 383

^{2/} Helen Thompson, "A Study of Vocabulary Necessary for Reading in the First Grade", (Unpublished Service Problem), Boston University School of Education, 1945

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Wilking 2/states no test in previous years has completely answered the question of the diagnostician regarding the state of the subjects reading vocabulary. The problems which this investigation seeks to answer are two:

- 1. How can reading vocabulary be measured more extensively in the space usually alloted to the testing of the vocabulary in the average diagnostic reading test?
- 2. Is the new method of measuring vocabulary presented here a more valued measure of reading vocabulary than the methods used heretofore?

Wilking prepared a test that proved the above points. It is a high valid measure of reading vocabulary as compared against previous criterion.

Children's Interests

The largest part of the school day in grades one and

^{1/} Emmett A. Betts, Prevention and Correction of Reading
Difficulties, Row-Peterson and Company, New York, 1936,
p. 52

^{2/} S. Vincent Wilking, "Construction and Evaluation of a Measure of Reading Vocabulary" (Unpublished Thesis) Boston University School of Education, 1940

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^{1/} Semett 1. Botts, Freyortion and Correction of Rosaling Distiguisties, Row-Februson and Contemy, Way Tork, 1986, p. 68

^{2/ 3.} Vincent Williams, "Construction and Svaluation of n. Mageure of Reading Vocabulary" (Unpublished Thesis) ... Boston University School of Education, 1940

two is concerned with reading. Boland 1/states the basis of all first and second grade work should be based on the child's interest, as what is most interesting to a child will be most enjoyable. He will use the skill of reading throughout life. The best way to determine what the child is interested in reading is to go directly to him and find out.

Smith 2/ describes the evaluement of basal readers.

The "Enschude Abecedarium", made in the fifteenth century, was the cognate and progenitor of our modern elementary readers. In 1607 there appeared a reader in which the English influence can be seen. This reader also shows how religious topics predominated, how little the child was considered, and how great was the adult influence. The basal Readers appeared about 1860. In all this time there appeared no recognition of the child's interest.

Thorndike 3/ tells us no greater demand has been more persistently voiced in educational circles during the past

^{1/} Marion R. Boland, "Measurement of Pupil Interest in Types of Stories at Grade One Level by the Ballot Method to Determine Child Preference" (Unpublished Masters Thesis), Boston University School of Education, 1947

^{2/} Nila B. Smith, American Reading Instruction, Silver Burdett and Co., 1934

^{3/} Robert L. Thorndike, A Comparative Study of Children's Interests, New York Teachers College, Columbia University, 1941, p. 1

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generation than that schooling should be adapted to the abilities, needs and interests of the child. Both progressive educators and mental testors raised the cry that the schools must fit their offering to the individual.

Peterson 1/ reports that classroom teachers should contribute more than they do to the solution of the problem of the child interests.

Gates $\frac{2}{}$ says, the individual interests differ greatly and the teacher should select the materials of interest for each case.

Gray $\frac{3}{}$ suggests that reading is a means of satisfying interest and therefore the child should have interesting content and be interested in it.

Neely 4/ states, for what is social reading of children if it isn't constantly seeing the world as they see it. She quotes, "I am convinced we must do this if we are to be able to communicate with them."

^{1/} Samuel W. Peterson, Teaching the Child to Read, Doubleday, Doran and Co., Inc., Garden City, New York, 1930, p. 140

^{2/} Arthur Gates, Improvement of Reading, The Macmillan Co., 1928, p. 32

^{3/} W. Gray and Lillian Gray, Guide Book for Basic Readers, Curriculum Series, Scott Foresman and Co., Chicago, Atlanta, Ga., p. 57

^{4/} Charlotte Neely, Claremont College Reading Conference Eleventh Year Book, 1946, Claremont College Library, California, 1946, p. 111

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^{2/} Arthur Cates, Improvement of Reading, the receiling Co.,

^{2/} u. dray and Itilian Gray, Guide Book for Damin manders. Courdenland deries, 2 oott Porsandu and Co., Caicago, It-

A Charlotte Healy, Clarencet College Reading Contenne Sleventh Year Book, 1948, Charencet College Library, California, 1940, N. 111

Uhl 1/ concluded from his study that the mastery of the mechanics of reading is said by teachers to result from the use of interesting material.

Dumn 2/ reports that no one element alone can be depended upon to guarantee interest. Rather several should be combined.

Mackintosh 3/ in her study of children's interests in poetry, made these different conclusions. She found poems were liked because of child experiences, dialect, humor, sadness, imagination, good story and repetition.

Terman and Lima 4/ studied children interest in reading and reported that the elements in reading interest are these three:

- 1. Action
- 2. Human Interest
- 3. Imaginative Appeal

These are always demanded, regardless of other interest.

^{1/} Willis L. Uhl, Scientific Determination of the Content of the Elementary School Course in Reading, University of Wisconsin, Studies in the Social Studies and History, No. 4, Madison, Wisconsin, University of Wisconsin, 1921. p. 150-151

^{2/} Fannie W. Dunn, "Interest Factors in Primary Reading Material", (Teacher College Contribution to Education, No. 113, N. Y. Teachers College, Columbia University, 1921) pp. 1-70

Z/ Helen Mackintosh, "A Critical Study of Children Choices in Poetry", (Studies in Educational Series, Vol. 7, University of Iowa, Iowa City, Iowa) p. 128

^{4/} Louis Terman and Margaret Lima, Children's Reading, D. Appleton, Century Co., New York, 1931, pp. 6-8

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I Helen Inclinates a driving brush of Calldren Coolege in Boatry", (Sindies in Lancational Sation, Vol. 7, University of Jone, Love City, Iowal p. 188

^{4/} Louis Terman and Largaret Lime, Dillren's Resulns, D. Aprleven, Century Go., New York, 1981, pp. 0-18

Boland 1/ concluded from her study that children preferred stories in this order.

- 1. Old Tales
- 2. Animals
- 3. Child Experience
- 4. Nature
- 5. Science

She tells us there is little difference in choice between boys and girls.

Sentence Structure

In order to write the material, it was necessary to consider the research on sentence structure.

Henley 2/ states that more investigation is needed to determine if the effect of sentence structure upon comprehension in isolated sentences is the same as in paragraphs or in longer units.

Words used in the Henley test were kept below the third grade level in comprehension. This was done by checking each word by the National Kindergarten Union List, and by the first and second grade levels of the Free Association List.

^{1/} Marion R. Boland, "Measurement of Pupil Interest in Types of Stories at Grade One Level by the Ballot Method to Determine Child Preference" (Unpublished Thesis), Boston University School of Education, 1947

^{2/} R. E. Henley, "Comprehension Difficulties of Various Sentence Structures," (Unpublished Masters Thesis), Boston University School of Education, 1938

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^{2/} E. S. Hanley, "Comprehension Difficulties of Various Sentence Structures," (Unsublished Maxiers Thesis), Soston University School of Education, 1958

Beal 1/ in a study to provide a set of criterion materials for judging the difficulty of reading with regard to sentence structure found that:

- 1. The effect of simple and complex sentences upon oral reading time was marked.
- 2. Complex sentences slowed up the oral reading appreciably, but the effect upon comprehension was almost negligible.
- 3. In silent reading the predominence of simple or complex sentences had little effect on speed or on comprehension.

Gray and Leary 2/ made an intensive investigation of the elements that made a book readable. Two series of tests were devised, from books, from magazines, from newspapers. People tested were of heterogenous types. The following eight elements were selected as the best estimate of the difficulty of the selection.

- 1. Number of different hard words
- 2. Number of easy words
- 3. Percentage of monosyllables
- 4. Number of personal pronouns
- 5. Average sentence length in words
- 6. Percentage of different words
- 7. Number of prepositional phrases
 - 8. Percentage of simple sentences

^{1/} A. B. Beal, "An Evaluation of Techniques for Determining the Difficulty of Primary Grade Reading", (Unpublished Masters Thesis), Boston University School of Education, June, 1937

^{2/} W. S. Gray and B. E. Leary, What Makes a Book Readable, University of Chicago Press, 1935

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E/ W. S. Oray and R. E. Leary, that Make a Book Readable,

Recently a number of investigations in sentence structure have been made as to the effect of sentence length and sentence structure upon comprehension.

Henley 1/ listed as elements having greatest relation to comprehension the following eleven points.

- 1. Long sentences
- 2. Compound and complex sentences
- 3. Compound subject
- 4. Two objects indirect before direct
- 5. Infinitive used as a noun
- 6. Noun in opposition
- 7. Possessive with "of"
- 8. Comparative
 - 9. Adverb after the verb
- 10. Use of the participle
- 11. Words referring back to other words, or word in the sentence.

From these studies it is evident that reading is a complex process. Vocabulary is an important skill in the process. Children's ability to learn to read is influenced by the content of the reading material.

Therefore the purpose of this study is to develop a series of units to test the vocabulary of the Curriculum Foundation Series, through the second reader. The content and sentence structure is based on the conclusions of the previous studies.

^{1/} R. E. Henley, "Comprehension Difficulties of Various Sentence Structures", (Unpublished Masters Thesis), Boston University School of Education, 1938

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 - neiriscado un maol . 9
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CHAPTER III

PLAN OF STUDY

Six tests were developed to test the vocabulary of the Curriculum Foundation Series from the pre-primer through the second reader.

The first unit tests the pre-primer vocabulary of eighty words. One hundred and twenty-one words were used for this test. Sixteen of these were the words, "to, a, the, and", used for completion of thought and sentence structure. Seven words appear on a word list.

The second unit tests the primer vocabulary of one hundred and fifty-two words. Two hundred and ninety-two words were used, of which sixty-two were the words used to connect phrases. Four words appear on a word list.

The third unit tests the first level of Book One vocabulary of one hundred and forty-one words tested by two hundred and eighty-one words, of which fifty-five words were used to complete sentence structure. Three words appear on a word list.

The fourth unit tests the vocabulary of the second level of Book One. One hundred and forty-one words were tested by two hundred and ninety-six words. Fifty-eight

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mindred and sixty-one words, of which fifty-five words
were need to complete sentence structure. These words appear on a word list.

Income and to you handered the vector of the second level of Book One. One hundered and forty-one words were tested by two hundred and ninety-six words. Fifty-sight

words were the connecting words. Ten words appear on a word list.

The fifth unit tests eighty per cent of the vocabulary of the first level of Book Two, since Book Two was divided into two levels. A random sampling was taken by omitting every fifth word in this level. One hundred and seventy-one words were tested by the use of three hundred and forty-two words. Fifty-six of these were connecting words. Twenty-five words appear on a separate list.

The sixth unit tests the vocabulary of the second level of Book Two. One hundred and eighty-six words were tested by four hundred and ninety words. One hundred and ten words were the connecting words. Five words appear on a separate list.

A sample test (teacher's copy and child's copy), the pre-primer word list and the alphabetical vocabulary list will be found on the following pages. (pp. 14-17)

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The fifth unit tasts sighty for cent of the vousinlary of the first levil of rook Two, sines Book Ton uge fivided into the lovels. A random sampling was taken by coniting every fifth word in this level. One hundred and seventy-one words were tested by the use of three hundred and forty-one words. Fifty-sin of these were connecting and forty-ive words some or one scenario list.

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PRE-PRIMER

AWAY WE WILL GO TO GRANDMOTHER'S

Dick, Jane, Baby, Spot, Mew, Mother and Father went to Grandmother's.

"Hello, what a pretty little baby, oh how happy he makes me," said Grandfather.

Dick and Jane saw one kitten, three chickens, two big pigs, and a funny rabbit.

"I want to play," said Jane. "See me run and jump up and down."

Jane ran into the big house to find the ball.

"Bow-wow", said the dog. "This is fun."

"Hello", said Father. "Here is something for you." "Guess what this is?"

"Is it some candy?" "Is it some cookies?" Mother laughed. "Come look! This is dinner." "Oh, thank you for a good dinner and goodby", they said. Away they went.

Comprehension check list:

- 1. Where did they go?
- 2. What did they see?
 - 3. Who said Bow-wow?

Check list of difficulties

- 1. Punctuation ignored
- 2. Word by word reading
- 3. Use of finger

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S'SHIPOMONARO OF DO ATTY TO YAWA

Dick, Jane, Baby, Spot, Mew, Mother and Pather went to Grandmether's.

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- I. Where all they got
- Tose year bib tody eser
 - 3. Who said Bow-wow?

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Dick and Jane saw one kitten, three chickens, two big pigs, and a funny rabbit.

"I want to play," said Jane. "See me run and jump up and down."

Jane ran into the big house to find the ball.

"Bow-wow", said the dog. "This is fun."

"Hello", said Father. "Here is something for you."
"Guess what this is?"

"Is it some candy?" "Is it some cookies?" Mother laughed. "Come look! This is dinner". Oh, thank you for a good dinner and goodby", they said. Away they went.

SAME AND ASSESSED OF ON THE REAL RANGE

Diek, Jane, Baby, Spot, Mow, Nother and Sather went to Cranamother's.

"Hello, what a pretty little baby, on now happy he makes me," said Grandfather.

Dick and Jame saw one kitten, three objektos, two big pigs, and a funny rabbit.

"I want to play," said Jene. "See me run and jump up"

Jame ran into the big house to find the ball.
"Bow-wow", said the dog. "This is fun."
"Hello", said Pather. 'Were is comething for you."
Guess what this is?"

"Is it some candy?" "Is it some cookies?" Nother laughed. "Come look! This is dinner". Oh, thenk you for a cook dinner and goodby", they seld. Lwey they sent.

PRE-PRIMER WORD LIST

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THE PROVE STREET

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STS

The following is a sample vocabulary list to accompany the sample pre-primer test. The words were taken from the back of each book and were arranged alphabetically, as follows:

A	В	C	D	F
a am and are away	Baby ball big bow-wow	can candy chickens come cookies	Dick dinne dog down	Father find for fun funny
G	H	I	J	K
go good-by Grandmother Grandfather guess		I in is it	Jane jump	kitten
L	M	N	0	P
laughed little look	makes Mew Mother	not	oh one	pigs play pretty
R	S	T	U	W Y
Rabbit ran run	said saw see she Spot some somethi	than the they this three to two	7	want you we went what where will

pany the sample pro-primer test. The words mire taken

				ly, as follows:
4		0		<u>B</u> <u>A</u>
Nother find for fun fun	Dick dimner dog down		o viov	rdeE seed and bill seed branch
-A	I.	-1	H	0
kitten	Jump	I si		good good-by Grandmother Grand is ther guess
21 May 17 Lance		L	_11_	Ĭ.
pies pretty			section well rodbor	librio librio lock
Y	1 1	10	3	E.
		thank the the the this this three three two	esid esod esot Spot some something	Jidd SA

Lists of alphabetical words for each unit will be found at the end of each chapter.

The complete battery is presented in the next chapter. In order to try the tests, they were administered to one hundred fifty children.

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The complete battary is presented in the next charter. In order to try the tests, they were administered to one hundred fifty children. Table I shows the results of three groups on preprimer and primer.

TABLE I

Group	No.	Pre-Primer Words Failed	Primer Words Failed
A	76	0	0
В	40	2	1
C	82	4	6

No child in the A reading group missed any words.

Two words, "cookies" and "what" were the only ones failed by any child in the B reading group in the pre-primer. One word, "cookies" was failed in the B reading group in the primer. Four words, "cookies," "laughed," "what and "away" were failed by children in the pre-primer in the C reading group. Six words, "merry-go-round," "coming," "galloping", "pocket," "round"and gray" were the only words failed by a child in the primer in the C reading group.

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I DESER

redici Norda Failed	Words Fulled	.011	georg
1			
			2

No words, "cookies" and "what" were the only ones feiled by any child in the B reading group in the Tre-primer. One word, "cookies" was failed in the B reading group in the grave in the grave in the grave in the grave in the "what and "arey" were failed by children in the pre-primer in the C reading group. Six words, "worry-go-rama," "coming," "golloping", "pocket," "round" and "gray" were the unity words failed by a child in the primer in the C reading child in the primer in the C reading group.

Table II shows the results of three groups on Book
One, first and second levels.

TABLE II

Group	No.	Book One First Level Words Failed	Book One Second Level Words Failed
A	70	0	0
В	72	3	5
C	45	5	10

No children in the A reading group missed any words at either level. Three words, "sled," "Carlo," "sniff" were failed on by a child in the B reading group at the first level. Five words "thresh," "wheat," "frightened," "troll," "tumpa-tum-too" were failed on by a child at the second level in the B reading group.

Five words, "Carlo," "sniff," "doing," "planted,"

"blue jay" were the only ones failed on by any child in

the C reading group at the first level. Ten words, "lamb
kin," "drumkin," "porridge" "caught," "cones," "rolling,"

"tumpa-tum-too," "frightened," "troll," "errand," were the

words failed on at the second level by any child in the C

reading group.

II AR T

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		27	
0.0			

No children is bas t resting grow missed any words at either level. "Large, "sled, "derlo," "eniff" were feiled on by a child in the B resching crops ut the first level. Five words "thresh," "misst," "frightened," "troll," "trumpa-two-two-two were feiled un by a child at the second level in the A resting group.

"bluegoy" fore the only ones failed on by any abild in
"bluegoy" fore the only ones failed on by any abild in
the C reading group at the little level. Ten words, "land"the," "dynakin," "parridge" "oracht," "cones," "rolling,"
"boths-tum-roc," "trightened," "troll," "arrand," word the
"boths failed on at the segond level by any abild in the C
reading group.

Table III shows the results of those groups on Book
Two at first level.

TABLE III

Group	No.	- First ords Failed	
A	80	4	
В	70	8	
C	45	10	

Four words, "quick," "leap," "smooth," and "telephone" were missed by the A reading group. Eight words, "quick," "heels," "leap," "smooth," "telephone," "strange," "up- 'stairs," and "ants" were failed by a child in the B reading group. Ten words, "behind," "pumpkin," "quick," "telephone," "shadow," "leap," "shouted," "bottom," "playmate" and "Saturday were failed on by a child in the C reading group.

Since, due to the time of the year, testing on Book
Two, at the second level, was limited, no table of results
was drawn up.

Table III shows the results of those groups on Book

TABLE III

Two - owr		• QLL	Group
4		08	A
10			0

Four words, "quick," "lesp," "emooth," and "talephone"
were alssed by the A resding group. dight words, "quick,"
"boels," "losp," "smooth," "telephone," "strangs," "upstairs," and "ante" were Isiled by a child in the B resding group. Ten words, "behind," "gomphis," "quick," "telsphone," "shadow," "lesp," "showted," "bottom," "playmate"
end "Saturday were failed on by a child in the C reading
group.

Since, due to the time of the year, testing on Bool
Too, at the second level, was limited, no table of results
was drawn up.

WORD LIST PRE-PRIMER

A	В	C	D	F
a am and are away	Baby ball big bow-wow	can candy chickens come cookies	Dick dinner dog down	Father find for fun funny
G	H	I	J	K
go good-by Grandmother Grandfather guess	happy he hello here hop house how	I in is it	Jane jump	kitten
L	M	N	0	P
laughed little look	makes Mew Mother	not	oh	pigs play pretty
R	S	T	U W	Y
Rabbit ran run	said saw see: she Spot some something	thank the they this three to two	up want we went what where will	you

TRIL CROW

	0	0		A CONTRACTOR
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ples play pretty			seine wdi ustin	lenghed elitif feol
Y	-	The state of the s	-	II.
	Janu : aw Janu Janu Janu Produ Ellu	thank of they this this three to	bins wes poes and togs emos gmiding	debit ren ren

WORD LIST

PRIMER

<u>A</u>	-	В	C	D	E	F
after all are at ate apple aslee; Alice	Bil bas bla boy s bar	ket ck n d	coming came chickens cows children could Christmas cold	did down doll do day dark	eat eggs every Easter	for fell found farm from four fly faster farmer
G		H	I	M		N
get go give good girl grandi gray garder gallor	1	his hen hello her help had hill have home has hole hop hide	jumped Jack L looked liked	my may me man must milk mornin me rry me t	ng -go-round	name Nancy no now Ned new nuts next nest night nothing
0	P	R	S		T U	V
old out on once	pigs Polly Patty pocker penny put party pony picnic please	3	sand-box	t T t t t t t t t t t t	hem up ree us om under hen ook here hat ell ake own oo hanksgivin	valentine very W Y we your was yes with wanted were way g white walk women we e who

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REMINER

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SO hello J me no no now live hello J me non now now look har man now now look har help jourped must help to help jourped must not not not not looked help liked not nothing home liked nothing nothing home liked nothing nothing home liked nothing nothing home looked nothing nothi
SO hello J me no no now live hello J me non now now look har man now now look har help jourped must help to help jourped must not not not not looked help liked not nothing home liked nothing nothing home liked nothing nothing home liked nothing nothing home looked nothing nothi
So hello J me no no now live hello J me non now now look hit milk milk milk now now now look hit milked nost now now now now have have looked nost nost nost nost nost nost nost nost
So hello J me no no now live hello J me non now now look hit milk milk milk now now now look hit milked nost now now now now have have looked nost nost nost nost nost nost nost nost
read and some some some some some some some some
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morning nuts garien have L merry-go-round nert garien have L merry-go-round nert nas looked neet nest hop hop liked not neet nothing nide pigs red so then up valuatine on retty rood and-box fom under one pocket round store than there we your permy surprise took per ty put sour store there we your perty sour surprise took per ty put sour store there we your perty sour sour there we your perty sour store there wented
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hide O P R S T U V old pigs red so them up valuatins out Tolly ride soon tree ns very on Fetty road store then under one pocket round store then pemny survive took put sort squirred there we your penty set there we your perty set there was your perty set there was your perty set there was your
old pigs red so them up velentine out lolly ride soon tree ng very on them under on Petty road store then under them under pemny surerise them we your perty set so soot them was yes perty set on soot them was yes perty show show tell with was yes pinnic story show tell with was guired telm with
old pigs red so them up valoutins out Tolly ride soon tree ns very on Petty road sand-box fom under once roaket round store then pemny survive took out squirrel there we your party sat there we your party sat there was your party sat there was your
old pigs red so them up valoutins out Tolly ride soon tree us very on Petty road sand-box Tom under once roaket round store then pemny sururise took party out squirrel there we your perty sat there we your perty sat there we your perty sat there was yes ony sat tell with
old pigs red so them up valoutine out Fetty ride soon tree ns very on Fetty round store from under once pocket round store thon penny survive there we your party set round store we your party set there we your party set there was your party sow tell with
on Fetty road and-box fom under one pocket round store then under once pocket round store then pemmy survise took put squirred there we your perty set there was your perty set there was your
remny surprise then under your your your permy surprise took your party street we your party that there we your party set that the your perty song song show teld wanted wanted teld wanted
remry survive took took permy survive took permy survive there we your party say take the your party say and take the your panty say show take wanted ston ston took wanted
penny sururise there your your say say tant the your your party wone your night with want of the your plants of the your say and the your plants of the your says and the your says a say
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WORD LIST

BOOK ONE - FIRST LEVEL

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asked along any an as again about acorns ask airplane angry another	Bunny Betty brown geban back breakfas bluejay by bear bees b-ack	called cat coats cried climb circus cut Carlo crows corn	door dish duck doin don' drum	from feed forg flev t fast fiel firs	at glad d goes get gave grow groun ds grass	him hat hungry honey
K	M	0	Q	S	T	W
know L liked let lived last live	making made m-ack N nose noise	opened over oo-oo own oak of P playing plant planted parade place pig's pie	quack R rain ready right	stand street sled shoes splash sun see-saw summer stopped sniff smell stung say sleep started stay shining	toy tricks thinks their time thought told talk tweet twack tired today	wish washing wet wagon wind woods winter well water why Y yard yellow Z
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WORD LIST

		BOOK ONE - SECO	ND LEVEL	
A	В	C	D	F
angry	biggest	cock-a-doodle-	do dance	fox
another	because	caught	drumkin	floor
across	bed	erying	done	flowers
always	bread	cards		far
around	best	care	E	full
	before	cars	each	fat
	busy	catch	early	fire
	band	cones	errand	frightened
	buzz	carry	eating	flour
	bee-hive	cry	ear	fairy
	blue		eyes	flag
	bigger			
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	bridge			
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blue.	
gone long or school table was	
	tch
goat light other sometimes things wol	ke
gumdrop lazy oven sweet try wee	∂d
got lambkin our seed tomorrow who	en
grandmother's legs string tiger Was	shing-
Gruff lost P sit tumpa-tum tor	118
Gruff lost P sit tumpa-tum tor goose pins supper too wor	ald
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maybe poor sister troll wo:	lf
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WORD LIST

BOOK TWO FIRST LEVEL

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afternoo answer arms above almost awake against ants apron aren't	behind brothe book believ brough bring browni bank bill bad build bugs both blow better bark bottom bright beneat	cart e creep t crumb crack e cubs clean chair can't	ing sed	Dandy does deep dry didn't dusted E ever enough even	friends Fair Friday fence family fall fierce food feathe: farthe: frogs fan few G garage gasolin grunte growl guns great	happened horses hind hurt hold heels hard heavy r himself hurried herself hours hope
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Jenny K knew kind keep kept kmocked	letters leaves learned lay left log leap looking- glass late	mend Mary magic mine mouth moved Mrs. Mr. middle men Miss must	near north need O often o'clo	pe pr pa pu pu pl pl pa pa	st	read ripe roof robins rode ropes rubbed rest real

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WORD LIST

BOOK TWO - SECOND LEVEL

A	В	0	D	G
ago among alone air ax Abraham Abe attic	been beast blew built bake burned bowl bean bean-stalk beside broke brave between bumped bit beat beach branches brick	chin camel crept carried chimney chinny churn cave-boy cool changed cap claws country castle cooked cup-board certainly cloth coach crowds child coax candles couldn't careful cup corners crawled	dropped dishes dug dipper drank diamonds dresses E elf easy else earth eaten F fellow felt flat filled finished fed forest flame fruit	gold George ginger-bread golden giant H hump ha hammer hunting hand huff harp hid horns happily Halloween I it's inn isn't
J	L	M	N	P
John journey jar jack-o- lantern K ker-choo killed kissed king Kitty	large laid lad Lincoln loft ladder love	mice meadows meet might myself muddy music meat master meal meow	neighbor Nan napkin nearly o oxen	puff picked postman part poured plenty patted path pen President parents porch plate pink

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BOOK TWO - SHOOM HAVEL

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THE TESTS*

Direction to Teachers for Giving Test

To be given by Class Room Teacher

- 1. Each child reads orally from a copy.
- 2. The Teacher records errors.
- 3. The comprehension questions are asked orally following each story.
- 4. No time limit is imposed.

*Margaret Mary Bartley
Copyright 1948

VI SITTLAND

SUPERIOR WHILE

Direction to Teachers for Giving Test

To be given by Class Room Rescher

- 1. Each child reads orally from a copy.
 - 2. The Teacher records orrors.
- 5. The comprehension questions are asked orally following each etery.
 - 4. No time limit is imposed.

*Hargeret Hary Bertley Copyright 1948

PRE-PRIMER

AWAY WE WILL GO TO GRANDMOTHER'S

Dick, Jane, Baby, Spot, Mew, Mother and Father went to Grandmother's.

"Hello, what a pretty little baby, oh how happy he makes me," said Grandfather.

Dick and Jane saw one kitten, three chickens, two big pigs, and a funny rabbit.

"I want to play," said Jane. "See me run and jump up and down."

Jane ran into the big house to find the ball.

"Bow-wow," said the dog. "This is fun."

"Hello," said Father. "Here is something for you."

"Guess what this is?"

"Is it some candy?" "Is it some cookies?" Mother laughed. "Come look! This is dinner." "Oh, thank you for a good dinner and good-by," they said. Away they went.

Comprehension check list:

- 1. Where did they go?
- 2. What did they see?
- 3. Who said Bow-wow?

Check list of difficulties:

- 1. Punctuation ignored
- 2. Word by word reading
- 3. Use of finger

ABILIAR-RIE

STREET OF TO GO THE ST YALL

Diok, Jane, Saby, Spot, Maw, Morber and regner were

"Hello, when a pretty libtle buby, oh how happy he makes me," selo transfer.

Die gige, and a grang cabbin.

"I want to clay," said Jame. "See so run and jump

Jame run into the vig homes to tind the bell. "Dow-wow," said the dog. "This is fon."

"Hello," said farher. "Here is something for you."

"Coese what this is?"

"Is it some candy?" "Is it some gooklest" Mother langhed. "Come look! This is simper." "Ob. thank you for a good dinner and good-by." they said. Lysy they went.

Comprehension check list:

- 1. there old they go?
- Year year bid they see?
 - B. Who said Dow-vow?

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- Despute and temperate . I
- is. Novo by word reacting
 - S. Was of finder

AWAY WE WILL GO TO GRANDMOTHER'S

Dick, Jane, Baby, Spot, Mew, Mother and Father went to Grandmother's.

"Hello, what a pretty little baby, oh how happy he makes me," said Grandfather.

Dick and Jane saw one kitten, three chickens, two big pigs, and a funny rabbit.

"I want to play," said Jane. "See me run and jump up and down."

Jane ran into the big house to find the ball.

"Bow-wow," said the dog. "This is fun."

"Hello," said Father. "Here is something for you."
"Guess what this is?"

"Is it some candy?" "Is it some cookies?" Mother laughed. "Come look! This is dinner." "Oh, thank you for a good dinner and good-by," they said. Away they went.

ANY STATES OF OR OR AREA STATES

High, Jane, Eaby, Spot, New, Mother and Sather went to Transmother's.

"Hello, what a pretty little beby, oh how happy he makes no," and Grandfather.

Mor and Jame say one kitten, three chickens, two-

"I want to play," said Jans. "See me run and jump

Jame ran into the big homse to find the ball.
"How-wow," said the dog. "This is fun."
"Hello," said Rather. "Here is something for yew."
"Guese what this is?"

"Is it some condy?" "Is it some cochica?" Hother langhed. "Come look! This is dismor." "Oh, think you for a good dismor and good-by," they said. Away they went.

PRE-PRIMER WORD LIST

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THE BIRTHDAY

Nancy, Patty, Bobby and Billy all went to Grand-father's Merry-go-round Farm on Valentine Road in dark Sleepytown for Thanksgiving and Christmas. The children were asleep that next morning as Grandfather went to help farmer Ned in the barn. Soon Billy was up and looked out at the snow that fell faster and then slower. Ned took them down to the barn and there they saw him milk the four black and white cows. After that they saw the red hen, the chickens' eggs and the pigs. At once Bobby wanted to go galloping round the farm and way up the hill, with Tom the gray pony.

"Stop now," said Ned," it is too cold to ride.

Bobby said to Nancy, "Today is Alice's birthday." "We must give her a party." "We could surprise Alice and have a picnic." "The old woman at the store will give us something to eat."

On the way to the store we found a boy who came from the next town, who had nothing to do.

Nancy said, "Hello," and wanted to take the boy, but they met the father, who said "No," so he did not go.

Coming home the children saw the bird fly into the tree and there he sat on his nest. They looked at the squirrel who hops in the garden. Then they saw Jack the Easter Rabbit jump under the sand-box to hide in the hole.

The children sang "Happy Birthday," to Alice at the party. They ate the apples and nuts from the basket and gave Alice a new doll with a wee penny in every pocket.

"Tell me," said Patty, "May I name your doll Polly?"
"Yes," said Alice, "I like my pretty new Polly."

Comprehension Check List:

- 1. Where did they go for Thanksgiving?
- 2. What did they see?

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YACKTADA HEE

Manay, Patty, Jobby and Billy all went to Grandfather's Merry-yo-wand form on Palenthas hood in dark
aleapytown for incoming in Considerations. Who calldren
were select that next moreing as draudfather went to help
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Comprehension Check List:

- 1. There did they go for thankeriving?
 - 2. That did they seep

3. What did they have for Alice?

Check List of Difficulties:

- 1. Punctuation ignored
- 2. Word by word reading
- 3. Use of the finger

5. What did they have for Alice?

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PRIMER WORD LIST

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BOOK ONE - FIRST LEVEL

THE CIRCUS

Carlo was in his own back yard playing with his yellow wagon, just as Betty opened the front door and asked him if he were going to the circus today. Well, he thought, the rain has stopped, the sun is shining, the grounds are not wet, and the fields of grass smell fine. So he said, "I will go." On the way they saw the place where the hungry crows get the corn and the pigs dig up the acorns that farmer Joe planted.

They saw an airplane that flew overhead. The parade was about started. First Jumbo the elephant came along the street doing tricks, making a noise on the drum, washing his hat in a toy dishpan.

Carlo asked to feed Jumbo nuts, so Betty helped him to stand on the see-saw.

Carlo thinks it is time he told Betty what he heard the wind say last night. Jumbo will grow so fast he will have to go back to the zoo and stay there.

"Quack," called the dear duck to the elephant.
"Don't splash any water on their coats and shoes."

"Tweek-twack," the blue jay called to Jim the circus cat. "Say, do you know why Bunny the brown bear was stung on the nose?" Bunny lived in the woods. He liked honey for breakfast. So, he began to climb the oak tree to sniff the honey, the bees make in the summer, that they live on in winter. "Oo-oo," he cried. The joke was on the angry bear.

By evening Betty and Carlo grew tired and hungry again. Mother gave them a cut of pie. They were glad and ready for sleep. "I shall not forget Jumbo," said Carlo. "We wish to go another time," they said.

Comprehension check list:

- 1. Where did Betty and Carlo go?
- 2. Who was Jumbo?

THESE CAME - SHEET TRAVEL

CHORIO DE

Corlo was in his arm book your playing with his yollow wagon, just as Setty opened the front door and as not him if he were going to the circus wadey. Joll, he thought, his roin has stoyped, the sun is shiring, the grounds are not wet, and his fields of grass small the grounds are not wet, and his fields of grass small the condex any they say the plane of the acome the language cross it the corn and the pige of any the grant of the acome that firmer Joe planted.

They saw an eligible that averhead. The prince was shout a street distribute a noise on ounce alone, waking a noise on the dram, weaking its have in a toy attach.

Derich parted to fee Juneo nute, so Derty helped him to stand on the mea-way.

nearly the wind say last night. Justs whit he had been as last night. Justs will grow as fast nearly there.

"Joan't aplash ony Water on their coats and agoes."

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honey for breakfard. To, he been or oline the oak trac
to smift the honey, the bear late in the cummer, that
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Comprehension check list:

- Tog ofwell but yetter bib swell . I
 - fodmet sev off .d

- 3. What did Bunny the Brown Bear try to do?

 Check List of Difficulties:
 - 1. Punctuation ignored
 - 2. Word by word reading
 - 3. Use of the finger

- S. What did Bunny the Brown Boar try to do?
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BOOK ONE - FIRST LEVEL WORD LIST

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PRVIA PURIT - BIO MOOR

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sled

BOOK ONE - SECOND LEVEL

PADDY'S TRIP

Paddy saw his sister Molly hurry from school. He was crying at the window because he thought Molly had gone without him. Up to this time, Molly was always on the watch for him; but today, she hurried to find the money she had lost, which was for an errand. "I shall try to catch her," he said. He tried but Molly had gone too far for his lazy legs. Paddy was angry more than sorry.

He wished tomorrow would hurry for he did not want to wait to go to Grandmother's because he wanted to give her the Washington's flag, the pins, the string, the cards and the toy cars. Molly got there before him. She got the best thresh wheat flour to make bread for supper. At Grandmother's Mother thought she should carry long and bigger cones for the fire. She was as busy as the biggest bee in the bee-hive.

Then Paddy said, "I don't care." "I'll run around another way and try to get to Grandmother's before Molly." On the way he saw rose flowers and blue sky and many other things more beautiful than his eyes had ever seen before. Is that the bridge the lambkin rolled the drumkin off, and frightened the wolf? Maybe it's the one that fat Billy Goat Gruff went trip-trap across and got caught by a troll?

He heard a queer buzz or squeak. Was it a tiger or a mouse? He began to sing the Fairy song he sometimes sang as he woke and would roll over in bed early in the morning.

Dance, sweet Johnny cake, with the light green gumdrop, tumpa-tum-too.

Rolling out of our oven onto the kitchen floor.

Crying to the goose, the fox, the turkey

As they sit at table eating a pot of porridge.

I am for the poor people, not for the rooster

cock-a-doodle-doo.

Molly had done much of the work in Grandmother's nice rooms as Paddy came in and shut the door.

MEYER CHODER - END ROOM

SIET RIVIDAS

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He heard a cuser base or same to sing the source as a recession of the source of the morning.

Dence, aweet Johnny days, with the light green guadros, tumos-tum-too.

Nolling out of our over oute the kitchen floor.
Orying to the rose, the low, the turkey
As they sit at table enting a not of nouridge.
I am sor the roor people, not for the rooster
cook-s-doodle-doo.

Molly had done much of the work in Grandmother's nico

Comprehension Check List:

- 1. Why did Paddy cry?
- 2. Where did Molly go?
- What did Paddy see and hear on his way to Grandmother's?

Check List of Difficulties:

- 1. Punctuation ignored
- 2. Word by word reading
- 3. Use of the finger

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on the way he new rose flowers and blue sky and many other

In that the bridge the leablin rolled the drumkin off,

Comprehension Chaok List:

- 1. Why sidd Baddy ony?
- S. Whare did Molly go?
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- 2. Nord by word reading
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Rolling out of our oven onto the kitchen floor.

Crying to the goose, the fox, the turkey

As they sit at table eating a pot of porridge.

I am for the poor people, not for the rooster

cock-a-doodle-doo.

Molly had done much of the work in Grandmother's nice rooms as Paddy came in and shut the door.

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BOOK ONE - SECOND LEVEL

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BOOK ONE - SHOOK LAVET

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BOOK TWO - FIRST LEVEL

THE BROWNIE AND THE SCARECROW

Mr. Scarecrow and a wide awake Brownie were warm friends. Creeping from behind the fence on Friday, the Brownie often hurried to his tall playmate, Dandy, for an afternoon visit. His arms were high enough for Mrs. Robin to build a nest on. So he brought a ripe pumpkin in his pushcart to hold crumbs and pieces of food for their six young. They still need both bugs and worms. With a crack of his bill a robin snapped hard at a few worms. He slowly moved his bright wings and tail to show the family how strong he was. A Wren dusted her smooth feathers and softly whispered, "That's most kind." I can't help but wonder, Sis, that brother scarecrow is proud of you this year. I hope you can keep a secret. Follow your shadow north to the deep cellar of the garage. Beneath the stairs, on top of the heavy telephone book are packages of letters tied together. Those, I believe, have magic. Read them to Miss Mary yourself. She moved near the middle of the park one fair Saturday to teach her pets, the cubs, to answer her voice, and growl at fierce, bad men with guns.

With a quick leap, he made use of his heels and left Jenny Wren. He knocked hard and shouted for Mary herself. She threw her apron on a chair, for she swept and cleaned for hours. She even rubbed the looking-glass dry, and stuck real leaves above it and a satin fan. The wise Brownie read the letters, then went upstairs himself to mend her roof with bark and sticks and ropes. It was late, so he rode her tiny horses. At the bottom of a high bank, such strange ants happened past on a log that he lay still. Does it hurt to tickle them?, he grunted. He knew better though. It was five o'clock so he turned to the great world farther on and his playmate, the sad scarecrow.

Comprehension Check List:

- 1. What was the Scarecrow?
- 2. Where did the Brownie go?
- 3. What did he do?

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THE BROWNIE AND THE SCIENCED

In Scaregrow and a vide avake brownie wore vary
friends. Creeting from behind the fence on friday, the
Brownie often nurried to his tell playmete. Dandy, for
an afternoon visit. His ams were high enough for Hrs.
Robin to build a meet on. So he broaght a ripe cuackin
in his publicant to bold crumbs and picces of load for
their six young. They still need both wars and worth.
With a cruck of his bill a robin energed herd at a few
worms. He slowly moved his bright wings and tail to show
worms. He slowly whispered. The the most hied.
the family how strang he was. I wren instead her amooth
can't belp but wonder, Sis, that brother scarcerow is
proud of you this year. I hope you can beep a screet.
Follow your shadow nouth to the use; cellar of the garbook are eachages of letters wied scapther. Mose, I
age. Benesth the string, on top of the heavy telephone
bolleys, have magic. Head then to his bary vorself.
bolleys, have magic. Head then to his bary yourself.
To teach her pats, the cube, to enswer her voice, and
to teach her pats, the oute, to enswer her voice, and
erowl at rieres, bad men with guns.

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Commrehenation Oneok List:

- 1. What was the Segrector?
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 - S. mat did no do?

Check List of Difficulties:

- 1. Punctuation ignored
- 2. Word by word reading
- 3. Use of the finger

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BOOK TWO - FIRST LEVEL WORD LIST

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BOOK TWO - SECOND LEVEL

FRIENDS

John and Nan are close neighbors. John is the son of the postman. Nan's hair is the color of a golden star. Her father, a short, thin man, owns the meat market at the "Four Corners." He also sells butter, ginger-bread, and plenty of fresh fruit and turnips. While it isn't really a Country Cupboard, there, you will find crowds like myself, quietly hunting for a thick roast, besides anything else to be eaten.

George is the third child. This lad has very rich parents. His father, who is President of the bank, is a bit of a giant like Abraham Lincoln. His wife is like a queen, wearing wonderful dresses, stockings like silver spider webs, and diamonds on each hand. They live in the brick inn, built years ago, on the path between the beach and the flat, muddy meadows. Among the things in their attic is a harp. Perhaps its music might have been beautiful, but it was bumped by an ax, and the sound changed. If you listened to it now, you couldn't tell it from a fiddle.

Ruth is the second child of the Master and Coach of the High School. They did live in a big house, but fire broke out and the house burned nearly to the earth. It was a terrible sight. Great claws of flame roared like a wild beast in the forest, as they crept through the rooms. Streams of smoke poured out of the sides, and the air became filled with it. It started in a pile of straw in the loft of the barn, and spread to the branches that used to cover the porch. With a great "Puff", and a "Tick-tack", it waded into the house. They had to throw out everything. The mice picked over the beans shells, but they would not touch them for a meal.

Abe is a chore boy. He says he can't remember, but he thinks that his real name is Torad. They coax him to tell the story about the camel that the witch changed into the elf. He now has a chin instead of a snout. The elf dug a hole with his toe and in it he had a bean, that he had in a cloth, which he had taken from a cave-boy. He then tried to sleep on a churn, but that was not easy. It felt as if he was lying on a rake, or on a pair of horns. When he did wake up, he was on a beanstalk, that grew in a

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los is a chora bay. He says he cen't remember, but he toints that his real name is lorge. They cosm him to tell to story about the cemel that the witch changed into the elf. He now has a chin instead of a shout. The elf dug a hole with his toe and in it he had a bean, that he had in a cloth, which he had taken from a cave-coy. He than tried to sleep on a churn, but that was not easy. It felt as if he was lying on a rake, or on a pair of horms. It felt as if he was on a beanstalk, that grew in a

jar, laid against the wall of a castle. He made a quick spring that sent him flying over the wall. Just as you would send a saucer, if you should spin it. With a low "Huff" and a sly, sour look on his face, he patted the spot that hurt. He had landed on a spade. A well fed kitty came over to him, but said "Ker-choo" instead of "Meow." Perhaps she thought he was a Halloween jack-olantern or that he had fallen from the moon.

"Now," said Abe, "this story is not true. Promise not to try to pen it, for it would not be sold.

The children screamed, "Ha, ha," happily and went home, to see if their mothers had had time to bake cakes for supper.

Comprehension Check List:

- 1. What did Nan's father own?
- What did George's father do?
- What did Ruth's father do? 3.

Check List of Difficulties:

- Punctuation ignored
- Word by word reading
- 3. Use of the finger

jar, luid exsinet the well of a castle. He made a guich apring that sent aim flying over the well. Heat as you would sent a saucer, if you should spin it. With a low "Amft" and a sly, sour look on his face, he patted the cypot that hart. He had landed on a spade. A well fed titly came over to him, but sent "Her-obco" instead of "Heow." Perhaps she thought as was a Halloween jack-t-lanters of that he had islied from the moon.

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Comprehension Oneux last:

- 1. Abne old wan's father own?
- S. That did Cours's father do?
 - So That did muth's rether do?

Check List of Difficulties:

- 1. Pondinetion ignored
- S. ford by pard resding
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BOOK TWO - SECOND LEVEL WORD LIST

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CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to develop an individual oral test for the Curriculum Foundation Series from the pre-primer through the second reader.

Six original stories were written to check the vocabulary. A comprehension check was made for each unit and a check list of difficulties was written for the examiner. The tests were administered to one hundred and fifty children.

The following observations were noted during the tests:

- 1. Longer sentence structure and smaller print did not appear to hinder the child in reading.
- 2. Lack of picture material did not subdue child's interest in the text.
- 3. Children knew the words in the paragraphs as readily as they did in the word lists.

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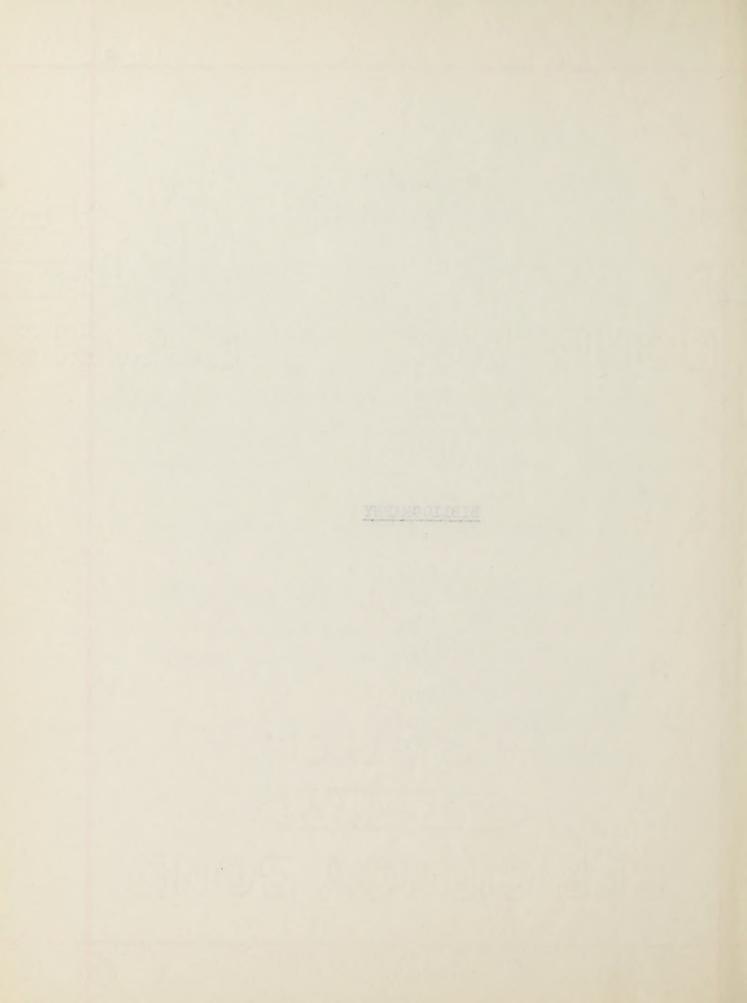
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